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ABSTRACT

The booklet contains samples from the Missouri social studies test for eleventh graders. The first sample asks students to use their own knowledge and the information gleaned from two illustrations that are focused on U.S. history. The second samples, based on a drawing of a map of 1914 East Asia, asks students to use their knowledge and the map to answer five questions. The scoring guide for the Missouri social studies test for eleventh graders provides a stem, a description of a top point-score response, an example of a top score-point response, examples of other acceptable responses, and point scoring numbers for three items. (BT)

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Missouri Assessment Program, Spring 2002: Social Studies, Grade 11 Released Items [and] Scoring Guide

Missouri Department of Elementary and Secondary Education

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Missouri Assessment Program
Spring 2002

Social Studies

Released Items
Grade 11

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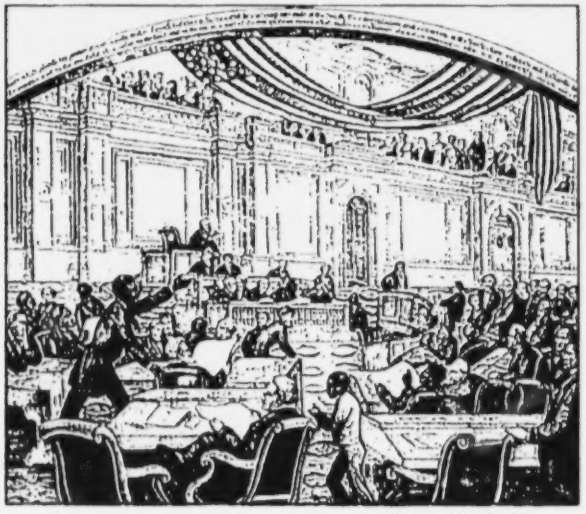
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102
Phone: 573-751-4212, Fax: 573-751-8613

Directions

Use your own knowledge and the information below to do Numbers 13 through 15.



Courtesy Library of Congress

Sixteen African Americans served in Congress between 1870 and 1877. One of them, Robert B. Elliot (standing, above left), spoke eloquently in the debate over the Civil Rights Act of 1875.

Brown Brothers

***Harper's Weekly* celebrated full citizenship for African Americans with an illustration showing an artisan, a businessman, and a soldier casting their first ballots.**

13 **Southern states were readmitted to the Union when they**

- Ⓐ ratified the Fourteenth Amendment
- Ⓑ approved the Articles of Confederation
- Ⓒ registered a majority of African-American voters
- Ⓓ removed the literacy requirements for new voters

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14 **The Fifteenth Amendment was most closely tied to what historical period?**

Ⓕ Reconstruction

Ⓖ the Colonial Era

Ⓗ the Great Depression

Ⓙ the Industrial Revolution

15 The illustrations on Page 10 show African-American involvement in government immediately after gaining citizenship rights in the 1870s. However, by the end of the nineteenth century, the number of African-American voters declined sharply. List two practices of southern states that kept African Americans from voting.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

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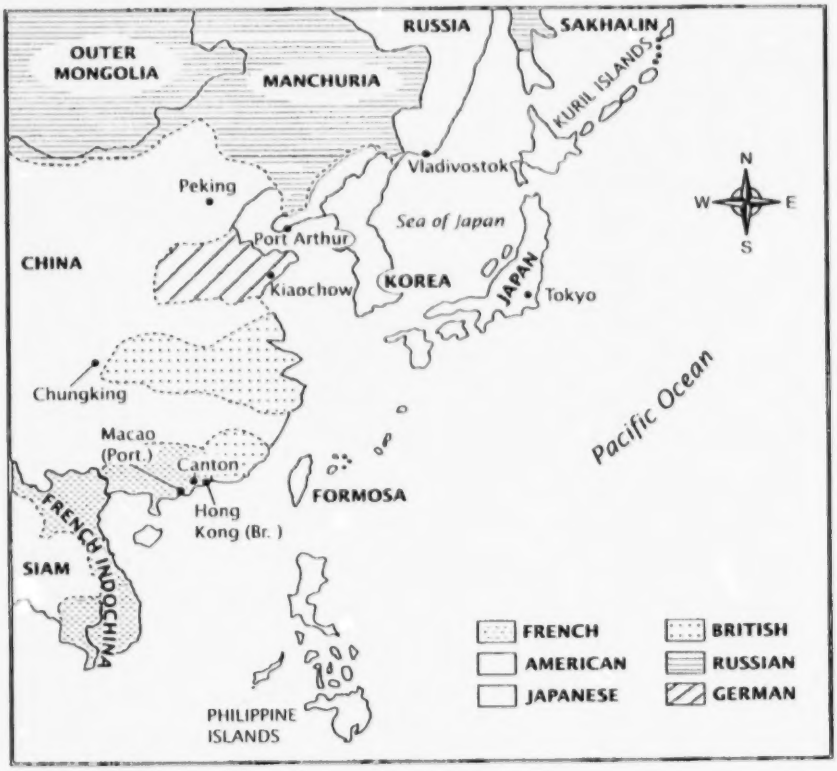
Go On

Directions

The map below gives some information about East Asian spheres of influence in 1914. Use your own knowledge and the map to do Numbers 3 through 7.

SPHERES OF INFLUENCE IN EAST ASIA—1914



3 **Which of these was the most common motivation of the countries that held spheres of influence in East Asia in 1914?**

- Ⓙ They were competing for global power in the region.
- Ⓚ They were seeking new lands for their growing populations.
- Ⓛ They wanted to raise the standard of living for the people in their colonies.
- Ⓝ They wanted to prevent further Chinese expansion.

4 **How did the United States acquire the Philippines in 1898?**

- Ⓙ The Filipino government signed a treaty with the United States.
- Ⓚ The Filipino people requested to be annexed by the United States.
- ○ The United States gained the Philippines after they invaded Japan.
- ○ The United States gained the Philippines as a result of the Spanish–American War.

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5 **What was the reaction of the Filipinos to the United States' acquisition of the Philippines?**

Ⓐ The Filipinos violently resisted American rule in an attempt to gain independence.

Ⓑ The Filipinos welcomed American democracy following Spanish rule.

Ⓒ The Filipinos negotiated to have self-rule after a five-year period.

Ⓓ The Filipinos requested Spain to reacquire their country.

6 Describe two ways Japan increased its economic strength, political strength, or both of these in the late 1800s and early 1900s.

1. _____

_____

_____

2. _____

_____

_____

7 Some European countries tried to expand their influences into East Asia during the late 1800s and early 1900s.

Why did those European countries want to expand their influence in East Asia?

_____

_____

Why did some East Asian countries oppose European expansion into East Asia?

_____

_____

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Go On

Missouri Assessment Program
Spring 2002

Social Studies

Released Items
Scoring Guide

Grade 11

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Phone: 573-751-4212, Fax: 573-751-8613

Session: 1
Item No.: 15
Page No.: 11
Content Standard(s): 2a
Process Standard(s): 3.1, 3.7

Stem:

The illustrations on Page 10 show African-American involvement in government immediately after gaining citizenship rights in the 1870s. However, by the end of the nineteenth century, the number of African-American voters declined sharply. List two practices of southern states that kept African Americans from voting.

Description of a top score-point response:

The student identifies two restrictions placed on voters in southern states.

Example of a top score-point response:

1. Southern states imposed poll taxes, which most African Americans could not afford to pay.
2. Some states had literacy tests, and most African Americans were not literate at that time because it had been illegal to teach a slave to read.

Other acceptable responses may include:

- There was intimidation at polling places by the Ku Klux Klan and other racist groups.
- Polling places were often set up in remote areas not easily accessible to African Americans.
- States made owning land or property a requirement for voters, which disqualified some African Americans.
- Some restrictions created inequality so that they affected African Americans and exempted white voters (e.g., the grandfather clause).

Scoring Guide:

2 points	Complete response: identifies two restrictions placed on voters in southern states
1 point	Minimal response: identifies one restriction placed on voters in southern states
0 points	Other

Session: 2
Item No.: 6
Page No.: 5
Content Standard(s): 2B
Process Standard(s): 1.10

Stem:

Describe two ways Japan increased its economic strength, political strength, or both of these in the late 1800s and early 1900s.

Description of a top score-point response:

The student describes two ways Japan increased its economic and/or political strength in the late 1800s and early 1900s.

Example of a top score-point response:

1. Japan underwent a process of modernization. Its economy was industrialized, which helped to increase the country's wealth.
2. Japan made careful studies of European powers and sought to draw ideas and practices from them to change its political and economic systems.

Other acceptable responses may include:

- It defeated China and Russia in warfare.
- It increased the size of its military/improved technology used by its military.
- It improved its economy through a new currency and tax system.
- It increased the amount of international trade it conducted/it opened new ports to trade.
- The Japanese used new technology to increase military strength and defeat China and Russia over the control of Korea and other areas in the region.
- It increased the amount of territory/land under its control (Korea, Kuril Islands, etc.).
- It established a formal education system during this period.
- It forged international relations.

Scoring Guide:

2 points	Complete response: describes two ways Japan increased its economic and/or political strength in the late 1800s and early 1900s
1 point	Minimal response: describes one way Japan increased its economic and/or political strength in the late 1800s and early 1900s
0 points	Other

Note: Student can receive full credit for describing two distinct variations of one way Japan increased its economic and/or political strength.

Session: 2
Item No.: 7
Page No.: 5
Content Standard(s): 2B
Process Standard(s): 1.10, 3.6

Stem:

Some European countries tried to expand their influences into East Asia during the late 1800s and early 1900s.

Why did those European countries want to expand their influence in East Asia?

Why did some East Asian countries oppose European expansion into East Asia?

Description of a top score-point response:

The student explains why some European countries wanted to expand their influence in East Asia and explains why some East Asian countries opposed European expansion in the region.

Example of a top score-point response:

Why did those European countries want to expand their influence in East Asia?
- They wanted to increase their military presence/gain new military bases.

Why did some East Asian countries oppose European expansion into East Asia?
- Many people living in East Asia were opposed to European expansion in the region because they wanted to preserve the traditions and customs practiced in their societies. Western influences brought many changes to the way native people lived their lives.

Other acceptable responses may include:

Why European countries wanted to expand their influence in East Asia:
- They wanted to convert people in East Asia to Christianity.
- They wanted to gain scientific information about regions in East Asia.
- They were motivated by nationalistic pride.
- They were interested in learning about the cultures of East Asia.
- They wanted their countries to gain new lands for the production of agricultural goods.
- They wanted to obtain resources to be used in their factories/they wanted to expand their economies.
- They believed that goods could be produced at a lower cost through the use of cheap labor in East Asia/they wanted to gain more profits in their companies.
- Many Europeans believed that by expanding into East Asia, they could improve the lives of the people who lived there by spreading western influences and "civilizing" them.
- East Asia provided new markets for European goods.

Why some East Asian countries opposed European expansion:

- They resented foreign interference with their economic and political interests and culture.
- They opposed being forced to provide labor for Western commercial interests/being paid low wages for the labor they provided.
- They were concerned about the exploitation of natural resources caused by Western interests.
- They resented the arrogance of Europeans, who treated them as inferior people.

Scoring Guide:

2 points	Complete response: contains one reason why some European countries tried to expand their influence in East Asia AND one reason some East Asian countries opposed European expansion
1 point	Minimal response: contains one reason why some European countries tried to expand their influence in East Asia OR one reason why some East Asian countries opposed European expansion
0 points	Other

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